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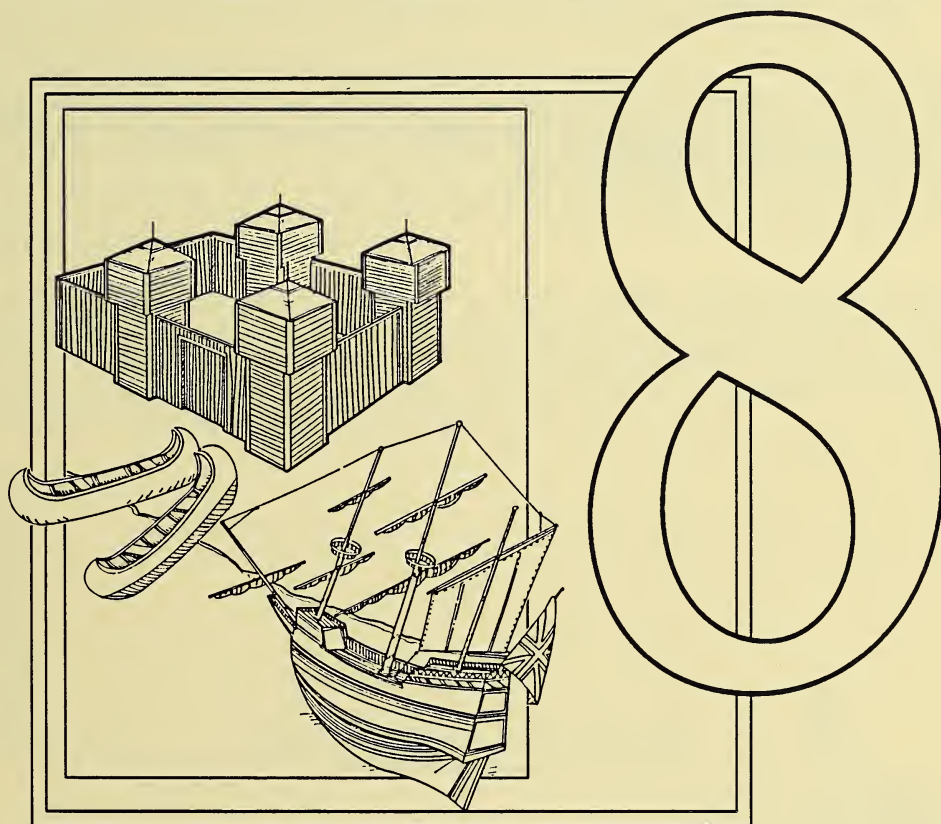
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Module 3: Canada's Early History

Learning Facilitator's Manual



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 8
Learning Facilitator's Manual
Module 3
Canada's Early History
Alberta Distance Learning Centre
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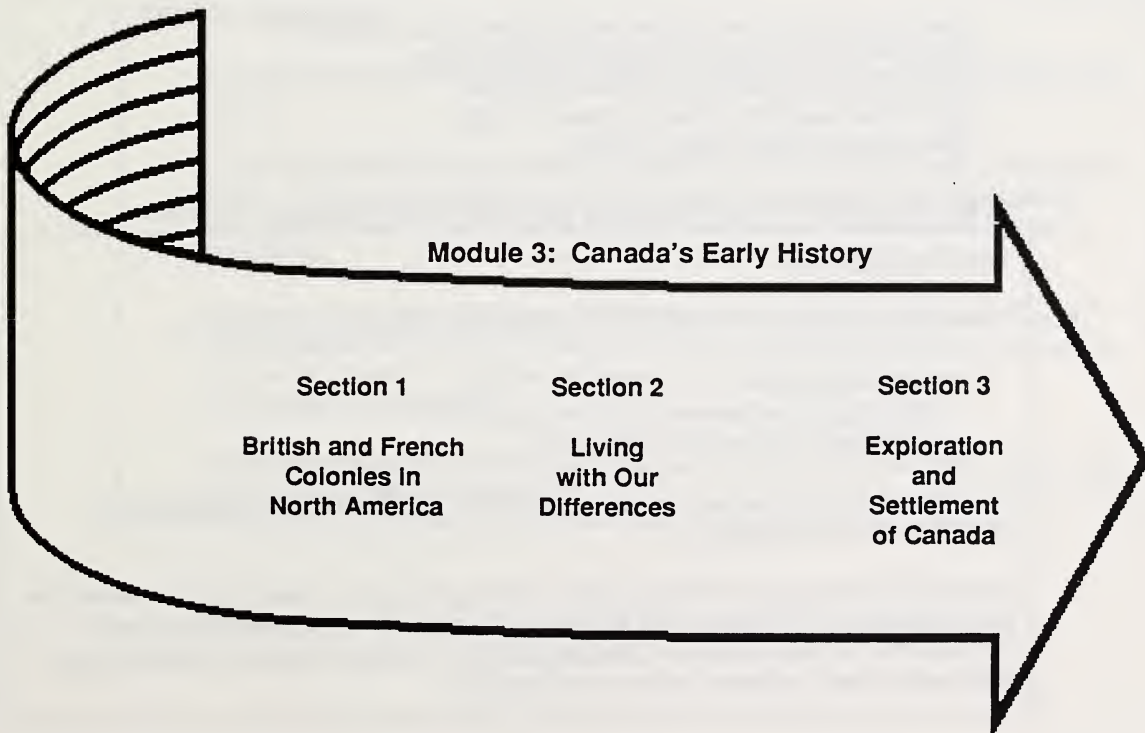
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Module 3 – Canada’s Early History: Overview

In this module the student will examine colonization, exploration, expansion, and settlement in Canada. The first section of the module begins with an examination of the establishment of the colony of New France, continues with an examination of the economic, political, and social aspects of New France, and ends with the defeat of New France in Quebec and the establishment of a British military government. The focus of this section is that colonization was one result of competition between France and Great Britain for new territories.

The second section called, Living with our Differences, deals with the British attempts to govern New France. The Royal Proclamation Act, 1763, the Quebec Act, 1774, and the Constitutional Act of 1791 are examined in some detail. From this section students will learn that governing is a process and is, therefore, changing and will continue to change. Through the study of these acts students will begin to appreciate the idea of founding nations.

Section 3 deals with the exploration and settlement of Canada. It begins with an examination of three Indian groups: the Iroquoian tribes, the Plains Indians and the West Coast Indians. Students will then learn about the Hudson’s Bay Company, the North West Company, and the fur traders such as Simon Fraser and David Thompson who opened up Western Canada. The last two activities deal with the United Empire Loyalists and the Red River Settlement.



Evaluation

The evaluation in this module will be based on three assignments.

Section 1 Assignment	40%
Section 2 Assignment	30%
Section 3 Assignment	30%
<hr/>	
Total	100%

Materials Needed

Canada's Political Heritage (You will find the *Teacher Guide for Canada's Political Heritage* helpful.)

ruler

pens

pencils

coloured felt pens or coloured pencils

Additional resources which might be of interest include

- *Journeys of Exploration* by Stan Garrod, Fitzhenry and Whiteside
- *Indian Peoples of Canada* by Palmer Patterson, Grolier
- *United Empire Loyalists* by Alan Skeoch, Grolier
- *New France and War* by Desmond Morton, Grolier
- *The Acadians* by Barry Moody, Grolier

You may also consult your local film library and ACCESS Network film and videotapes.

Teaching Suggestions

Have a class discussion on competition. The students could discuss such things as

- What is competition?
- What things do the students themselves compete for?
- What things would countries compete for?

This discussion could lead into how the competition between France and Britain led to the colonization of North America.

The class could then go on with a discussion, either in groups or as a whole class, to examine how the French and the British have lived with their differences. Our political history has been influenced by the nation having two founding peoples. Learning this historical background can help students better understand issues we still face today.

Section 1: British and French Colonies in North America

Key Concepts:

- colonization
- competition between France and Britain for new territory
- New France
- British colonies
- colonial government
- trade patterns

Upon finishing this section, students should

- understand that Canada was colonized partly as the result of competition between Britain and France
- have some knowledge of the authority of colonial government of New France and of the British colonies
- be able to identify trade patterns between countries or regions

Teaching Suggestions

- A good question for group discussion is “Who started the process of forming Canada into a nation?”
- Overhead transparencies work well for showing maps of Britain and France as well as the British colonies and New France. Map outlines give the students a visual image of the topic. Overheads could also be used to present growth charts of the colonies and their populations.
- Some role-play activities could be done where students are selected to play the parts of different people in New France (a seigneur, habitant, intendant, priest or nun, or company man) and to present the objectives and interests these people would have in the development of New France.
- The class may also be divided into two groups to discuss the battle for Quebec. What plans and strategies would each side make?

Section 1: Activity 1

The purpose of this activity is to help students to

- understand the concepts of competition and colonization
 - realize that Britain and France were in competition, and that both established colonies in North America as a result
 - identify the location of these early colonies in North America
1. In the following space identify reasons why Britain and France competed to establish colonies in North America.

Reasons for competition between Britain and France included the desire for new territory, furs, fish, lumber, and other riches.

2. Using your knowledge of the geography of North America, identify the lakes and rivers which form part of New France.

*St. Lawrence River
Lake Ontario*

*Lake Huron
Lake Erie*

3. Along what ocean did the British colonists settle?

They settled along the Atlantic Ocean.

4. Can you suggest reasons why the British colonists settled where they did?

The British colonists may have settled where they did for any of the following reasons:

- *closer to Britain*
 - *good climate*
 - *first landed there*
 - *good soil*
 - *resources were abundant*
5. From memory write definitions for
 - a. competition – *an effort to obtain something wanted by others; a rivalry; or a contest especially one in which there is a prize for the winner*
 - b. colony – *a territory distant from the country that governs it, or a settlement made by a group of people who still remain citizens of the original country*

Section 1: Activity 2

During his second voyage, Cartier met some Iroquois natives at Stadacona (Quebec) who wished to trade furs with him. After a hard winter, Cartier returned to France taking with him some captive Indians. Think about these kidnapped Indians and ask yourself the following questions:

- How would the Iroquois have felt when they were kidnapped?
- How would you feel if you were kidnapped?
- How would the families of the kidnapped Iroquois have felt?
- How would your family feel if you were kidnapped?

1. Now that you have thought about the situation, answer the following questions in the space provided.

- a. If you were a crew member on Cartier's ship and were asked your advice prior to the kidnapping, what would you have said?

Answers will vary. Some possibilities follow:

- *Suggest Cartier get permission of the Indians and their chief.*
- *Advise Cartier to take artifacts instead of Iroquois as evidence to show the people in France.*
- *Advise him of possible bad relations which might result from his actions.*

- b. Should Cartier have kidnapped the Iroquois? Give reasons for your answer.

Answers will be personal opinion, but should be supported by a logical reason.

2. a. Why was Samuel de Champlain known as the "Father of New France"?

Champlain worked hardest to keep alive French claims in North America, and he explored much of the area of New France.

- b. How did Champlain encourage the fur trade?

Each summer he sent young men to meet the tribes coming to trade furs. Champlain brought the French into contact with the western Indians.

3. a. What three Indian tribes were found in this region?

The Iroquois, Hurons, and Algonquins were found here.

- b. What rivers and lakes separated the Huron Confederacy, the Iroquois Confederacy, and the Algonquin Confederacy?

Lake Ontario, Lake Erie, and the St. Lawrence River separated the Hurons from the Iroquois; the St. Lawrence River separated the Algonquins from the Iroquois; and the Ottawa River separated the Algonquins from the Hurons.

- c. With what tribes would French explorers and settlers most likely have come into contact while travelling up the St. Lawrence river?

French explorers and settlers would probably have met Algonquins and perhaps the Hurons.

- d. What water routes to the West might the French and natives have used in their search for furs?

Two possible water routes were

- *Ottawa River, French River, Lake Nipissing, Georgian Bay*
- *Lake Ontario, Lake Erie, Lake Huron*

- e. How might French contact with native groups have increased the conflict among the different native tribes?

Tribes would probably fight among themselves in order to trade furs with the French.

Section 1: Activity 3

1. Complete the following chart.

King Louis XIII promised

- *two armed warships*
- *to grant master's certificates after six years*
- *no taxes on shipped goods for fifteen years*
- *citizenship to all children born to French settlers*

The Company promised

- *to support all settlers for the first three years until their lands were cleared*
- *to bring priests to the settlement*

2. What were the rights and the duties of the following people?

a. seigneur

- *paid a tax equal to one-fifth of the value of his property when sold*
- *granted land to settlers*
- *built a flour mill for the use of habitants*
- *held a seigneurial court for settling local disputes*
- *had the best pew in church*

b. habitant

- *had to live on and cultivate the land*
- *paid yearly taxes in money and produce to the seigneur*
- *paid charges for the use of the flour mill*
- *worked a few days a year on the seigneur's farm*
- *paid charges if land was sold outside the family*

3. In your opinion who gained the most, the habitant or the seigneur? Why do you feel this way?

Answers will be a personal opinion, but should be supported with logical reasons.

4. Can you predict what might have happened when France and England realized that much money could be made in the fur trade?

They would compete with one another to gain control of the fur trade. They would form alliances with various Indians tribes to help with the fur trade. Conflict would continue.

5. Answer the following questions about the fur trade.

a. How important was the fur trade to the French?

The fur trade was very important as a source of wealth.

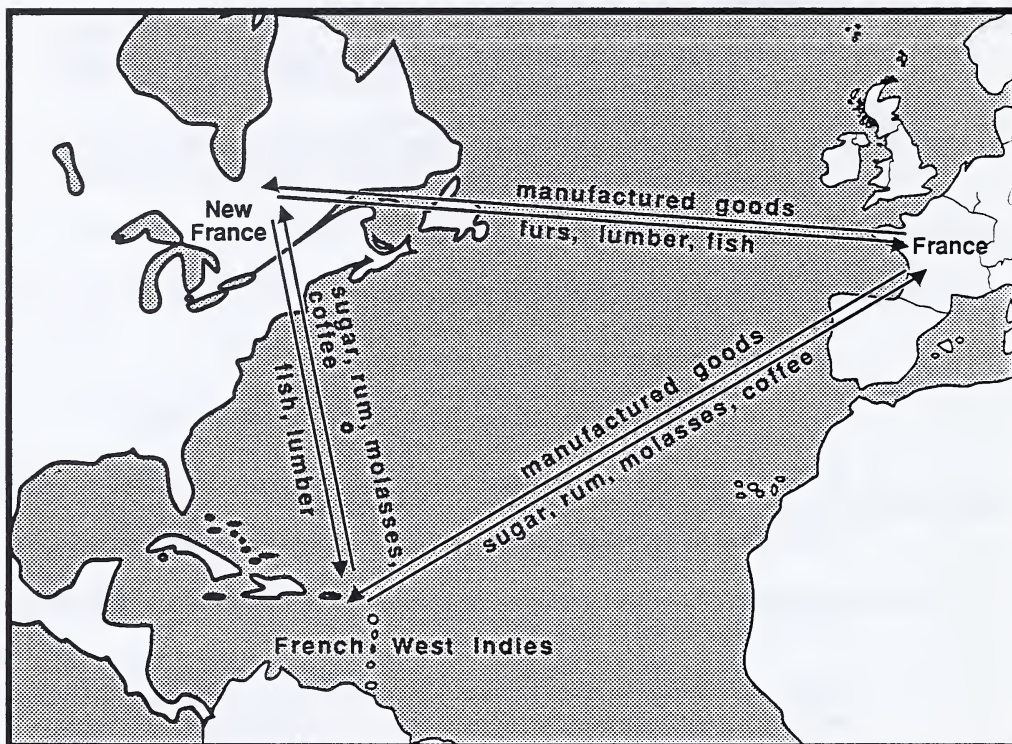
b. What types of furs were important? Explain your answer.

Beaver, moose, ermine, and fox furs were important. They could be used to make clothes for wealthy people.

c. How would the natives have used furs before the French and other Europeans came to North America?

The natives would have used furs for clothing and for sleeping robes (to keep warm).

Triangular Trade Patterns



6. Use the map “Triangular Trade Patterns” to answer the following questions.

- a. Who was the most important trading partner for the colonies? Why do you think this was so?

France was the most important trading partner. The colonies existed to bring raw materials, resources, and money to the mother country.

- b. What types of goods did France receive from the colonies?

Furs, lumber, and fish came from New France. Sugar, molasses, rum, and coffee came from the West Indies.

- c. What types of goods did the colonies receive from France?

The colonies received manufactured goods, such as saws, axes, and ironware.

Section 1: Activity 4

1. Make brief notes using the following outline.

Royal Government in New France – 1660s**I. King Louis XIV establishes government**

1. *France was powerful.*
2. *In 1661 Louis XIV decided to rule for himself.*
3. *He had great plans for France.*
4. *Louis XIV wanted France to be the centre of a great empire.*
5. *He planned to govern wisely but with absolute power.*

II. Organization of government**A. Three important officials**

1. *governor*
2. *intendant*
3. *bishop*

B. Sovereign council

1. *five to twelve of the most important people in the colony; included the governor, the intendant, and the bishop*
2. *ruling body; carried out the king's laws*

III. Duties of each official**A. Governor**

1. *king's representative*
2. *headed all ceremonies and meetings*
3. *commander-in-chief of armed forces*
4. *usually a professional soldier*

B. Intendant

1. *managed everyday affairs of colonies*
2. *handled colonies' expenses*
3. *developed the economy*
4. *kept law and order*
5. *appointed a captain of militia*

C. Bishop

1. *appointed by the pope in Rome but acceptable to the king of France*
2. *carried out the work of the church in New France*

IV. Contact with France

long reports to minister of marine

V. Plans for success

1. *Louis wanted to increase wealth and power; he needed the colony's help.*
 2. *France would convert raw resources to manufactured goods.*
2. List the problems experienced by the Company of Hundred Associates and give a brief explanation of each problem.

Safety at sea – French ships were seized by the British; the colony faced starvation as a result.

Wars with the Iroquois – Iroquois were allies of the British; they attacked Huron and French settlements. Iroquois victories upset the French fur trade, reducing the company's profits.

Complex system of government – people were divided on fur trade issues within the colony; such as the sale of liquor to Indians.

3. List the concerns the royal government had in managing the colony.

- *making New France safe from Iroquois attacks*
- *making New France attractive to settlers*
- *encouraging early marriages and large families*

4. How did the royal government make New France safe from Iroquois attacks?

The first expeditions against the Iroquois failed. A second force destroyed Iroquois villages and burned crops. The Mohawks (an Iroquois nation) made peace in 1667 after the French attack.

5. How was the royal government able to make New France attractive to settlers?

- *Talon encouraged soldiers to remain in New France by offering free land and full pay for eighteen months.*
- *Tradesman were promised higher wages than were paid in France.*
- *Talon arranged for suitable women (filles du roi or “king’s daughters”) to come to New France to become wives of the settlers.*
- *Unskilled labourers were promised good wages and free land if they would work for three years for a settler.*

6. Why and how did the royal government encourage early marriages and large families?

Early marriages and large families were encouraged in order to increase the population of New France. Some of the incentives were

- *300 livres would be paid a family who had ten children*
- *all males who married before the age of 20 received 20 livres*
- *if a settler married a king’s daughter, he would receive free livestock, money, and two barrels of salt meat*

Section 1: Activity 5

1. Why were missionaries so willing to face the hardships in New France?

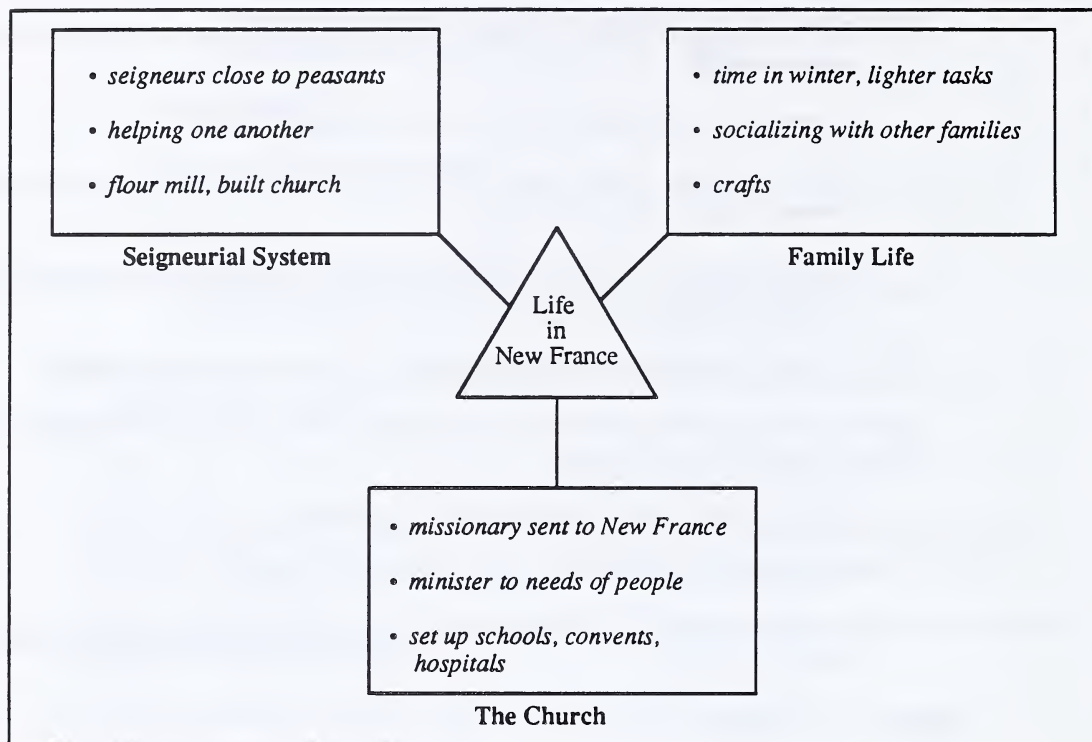
The missionaries had a strong belief in God and were servants of God. They were determined people. They felt it was their duty to God and to the king to convert the natives to Christianity.

An excellent way to review written material is to see it in another form. One way that this can be done is by charting.

Do either question 2 or question 3.

2. Complete the following chart. In point form, record the main ideas about each of the social aspects of colonial life in New France.

Social Aspects of Life in New France



3. In the space that follows use drawings or a web to represent the information about the social aspects of life in New France in a different visual way.

Visual design will vary but it should convey the same information as the chart in question 2.

Section 1: Activity 6

1. What advantages would there be for someone to move to New France?
 - a. *start a new life*
 - b. *earn more money*
 - c. *more land was available*
 - d. *pay fewer taxes*
 - e. *incentives given by the king*
2. Beside each advantage classify the reason as economic, social, or political. Some advantages may have more than one classification.
 - a. *social/political/economic*
 - b. *economic*
 - c. *economic*
 - d. *economic*
 - e. *political/economic*

3. What disadvantages would there be for someone to move to New France?
 - a. *hard life (hard work to clear land)*
 - b. *away from relatives*
 - c. *danger of diseases*
 - d. *danger from Indian attacks*
 - e. *far from French culture*
4. Classify each disadvantage as being either economic, social, or political. It is possible that the disadvantages may have more than one classification.
 - a. *social/economic*
 - b. *social*
 - c. *social*
 - d. *political*
 - e. *social*

5. Which do you feel would be the most important advantage in moving to New France?

Student's opinion – answers will vary.

6. Which do you feel would be the most important disadvantage in moving to New France?

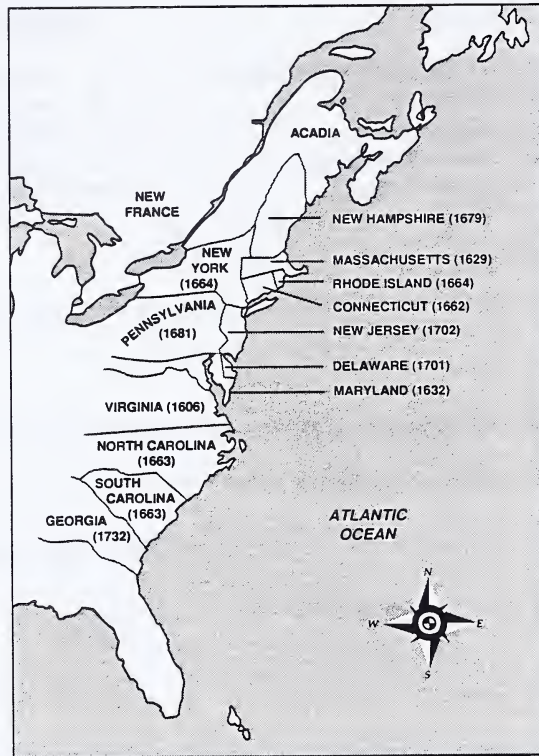
Student's opinion – answers will vary.

7. Considering the advantages and the disadvantages, would you have moved to New France?

Student's opinion – answers will vary.

Section 1: Activity 7

The Thirteen Colonies



- Examine the map of the Thirteen Colonies and answer the questions which follow.
List the colonies in order of their settlement, beginning with the earliest. Include the date that each was established.

Virginia, 1606
 Massachusetts, 1629
 Maryland, 1632
 Connecticut, 1662
 South Carolina, 1663
 North Carolina, 1663
 Rhode Island, 1664

New York, 1664
 New Hampshire, 1679
 Pennsylvania, 1681
 Delaware, 1701
 New Jersey, 1702
 Georgia, 1732

- Why do you suppose the colonists settled along the Atlantic Coast?

It was the closest to Great Britain. There was good land and a good climate. There was an abundance of raw resources.

3. Suggest reasons why these colonies became successful and grew quickly. (You may have to make intelligent guesses.)

Reasons for their successes might include the following:

- *good land and climate*
- *tobacco brought wealth which attracted more and more settlers*
- *British colonies were not often attacked*

4. Examine the following chart which compares the population statistics of French and British colonies between 1710 and 1760.

Year	New France	British Colonies
1710	18 286	331 711
1720	24 474	466 185
1730	34 118	629 445
1740	45 914	905 563
1750	53 266	1 170 760
1760	64 041	1 593 625

- a. As you can see, the British colonies grew much more quickly than did New France. Can you suggest any reason for this?

The British colonies generally had a more favourable climate and better soil. The success of tobacco as a source of wealth caused a rapid growth in population. Colonies in New France were attacked more frequently. There was better naval support for the British colonies.

- b. What decade (ten-year period) showed the largest increase in population for the British colonies?

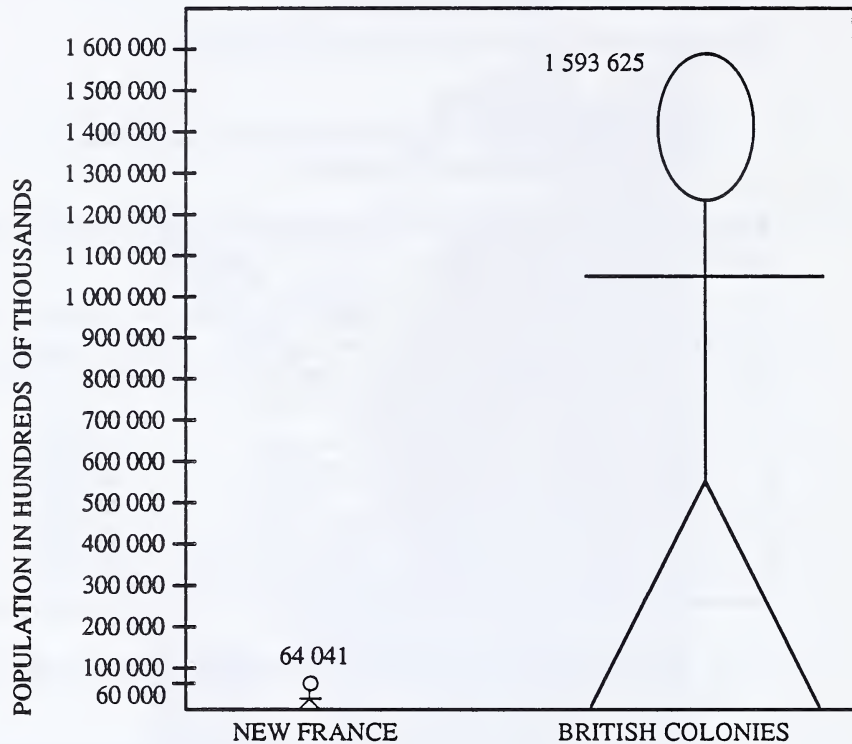
The decade of 1750-1760 showed the greatest population increase.

- c. Estimate approximately how many times larger the population of the British colonies was in 1760 compared to that of New France. Check (✓) the answer which is the best estimate.

2× _____ 15× _____ 25× ✓
 10× _____ 20× _____ 30× _____

5. The chart compares the total populations in all British and French colonies from 1710 to 1760. Using the scale provided, draw a human figure to represent the total population of the British colonies in 1760. The figure representing the population of New France has already been drawn.

Population: 1760 – New France and the British Colonies



6. a. What native group would you expect to be an ally of the British?

The Iroquois would be a British ally.

- b. What native groups were allies of the French?

The Hurons and Algonquins were French allies.

- c. Predict areas where competition and conflict between the British and French would have occurred.

Competition and conflicts would probably occur in the areas around Lake Erie, Lake Ontario, and the St. Lawrence River.

- d. As the supply of furs in New France and in the areas occupied by the Iroquois was exhausted, in what direction would the French and the British have gone to look for new sources of fur? Give reasons for your answer.

They would look north and west. They couldn't go east. The British couldn't go much further south. The French could go southwest, but not south (the British were there).

Section 1: Activity 8

1. Now that you have looked at the map, explain why moving north and westward would have been difficult for the British?

Moving north and west would be difficult because they would come into contact with the French in New France.

2. a. How did the governor's decision about defending the colony of New France affect the colony's fate?

The governor decided that the steep path was an unlikely place for the British to land and ordered most of his soldiers to leave the area.

- b. How did the British troops avoid being detected?

The British captured French boats and sent their boats instead. They travelled at night. One of the British soldiers spoke French to the sentry.

- c. How did the sentry affect the colony's fate?

If the sentry had noticed the accent and determined they were English he might have been able to warn Montcalm.

- d. If you had been the sentry, what would you have done to confirm that the strange noises weren't made by an enemy?

Answers will vary; possible questions might have been as follows:

"Who are you? What regiment are you? What is your business? On whose orders do you travel?"

- e. Can Wolfe's victory be attributed to any errors in strategy made by the French?

Yes. The governor made an error in not protecting the path. Montcalm's forces were downstream where he expected the British to attack.

- f. Was Wolfe's victory a result of good leadership or good luck? Explain your answer.

Wolfe's victory was a result of both. His decision to attack upstream at night, posing as French, was excellent. He was lucky that the sentry did not challenge his troops more carefully.

- g. What advantages were there to the Anse au Foulon attack route?

There was the element of surprise. Wolfe was able to come up behind the fortifications. The French were expecting an attack from downstream.

- h. What do you think were the natural advantages of the fortress at Quebec?

The natural advantages were the height of the cliffs, and the fact that troops could be seen on the British ships below.

3. How do you think the British would treat the French now that the British were in control?
Hypothesize what life would be like for the French inhabitants.

Possible hypotheses:

They might treat the French very badly. Some could be imprisoned. Others might be forced to do work for the British.

OR

Because the French outnumbered the British, the British might decide to try to get along with the French.

Section 1: Activity 9

1. Fill in the chart that follows with the missing factors.

	French Canadians	British
Population of colony	<ul style="list-style-type: none"> • New France – 64 041 	<ul style="list-style-type: none"> • Thirteen Colonies – 1 593 625
Language	<ul style="list-style-type: none"> • large number of French-speaking people 	<ul style="list-style-type: none"> • <i>small minority of English-speaking people</i>
Laws	<ul style="list-style-type: none"> • <i>French civil law</i> • <i>French language</i> 	<ul style="list-style-type: none"> • <i>no information given likely; would come under control of a military governor</i>
Religion	<ul style="list-style-type: none"> • <i>Catholic</i> • <i>Catholic priests could administer faith</i> 	<ul style="list-style-type: none"> • Protestant

2. How did the defeat of Fort Beausejour affect the Acadians?

Lawrence suspected that Acadians inside the fort were helping the French. He demanded that they take an oath of loyalty. The Acadians refused, and received an expulsion order.

3. Why did the British burn the Acadian farms and villages?

The British burned Acadian farms and villages so that the Acadians could not easily return to their land and property.



NAC C 19584 The expelled Acadians packed quickly and took only what they could carry.

4. The preceding picture shows the expulsion of the Acadians. List some of the goods they might have taken. What would you have taken if you were allowed only the goods you could carry? Explain your answer.

Any reasonable answer is acceptable.

Examples could include clothes, important tools, or treasured family possessions.

5. If you were Murray and had to govern Quebec, what would you have done, considering how badly the British were outnumbered? Offer at least two or three strategies that Murray could have used, and explain your answers.

Strategy 1

Compromise – keep some French laws and customs (religion). Add some British customs and laws.

Strategy 2

Status quo – allow the French to keep the French system of government but to accept British rule.

Strategy 3

Assimilation – absorb the French into the English way of life.

Section 1: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities it is recommended that they do the Enrichment. As a learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Part A

In the chart that follows list the major points in favour of living in New France and the corresponding points against living there. The following questions will help to guide your thinking.

- Who headed the government of the colony?
- How much control did governing officials have over the people's lives?
- What freedoms and rights did the people have?
- When the people had concerns, how could they express their views?
- What were the living conditions of people like?

You may write your answers in point form. An example has been done for you.

What Would It Be Like?

In favour of living in New France	Against living in New France
<ul style="list-style-type: none"> • French king cared for people/ looked after them • <i>Crops were planted for survival.</i> • <i>Bigot was an exception; neither the governor nor the intendant had complete control, and neither could misuse powers.</i> • <i>Settlers of New France had considerable freedom of action.</i> • <i>meetings of militia captains to find out what the people wanted – general meetings</i> • <i>small numbers of protests; better off than peasants in France; could hunt and fish where they wanted to</i> • <i>Government officials and church worked together to help habitants.</i> 	<ul style="list-style-type: none"> • government ruled with absolute power – people had no freedom • <i>All Louis XIV was interested in was work – crops more important than welfare of colonists.</i> • <i>Corruption – intendant Bigot misused funds while others (habitants) had to eat horse meat.</i> • <i>It took ten months for king's orders to come.</i> • <i>There was no elected parliament, no newspapers; lawyers could not practise.</i> • <i>Between 1672 and 1700 only 17 meetings occurred; people held marches to protest food shortages.</i> • <i>Catholic church, not government, looked after the poor.</i>

What decision would you have made?

Student choice – answers will vary.

Part B

Match the items in Column 2 with those in Column 1 by writing the letter in the space provided before the number.

Column 1	Column 2
<u> e </u> 1. money or trade	a. a rivalry
<u> f </u> 2. first British colony	b. kidnapped natives
<u> h </u> 3. colony	c. developed fishing and shipbuilding
<u> d </u> 4. allies of the French	d. the Huron
<u> a </u> 5. competition	e. economic
<u> i </u> 6. General James Murray	f. Virginia
<u> b </u> 7. Jacques Cartier	g. Acadians
<u> g </u> 8. expulsion	h. settlement in a new land
<u> c </u> 9. Jean Talon	i. military governor of Quebec
<u> j </u> 10. father of New France	j. Samuel de Champlain

Enrichment**Part A**

Pretend you were a resident of New France. Choose a role, such as the governor, a habitant (either male or female), a fur trader, a seigneur, a priest, or some other resident of New France. As that person, react to the following situations.

1. Your nephew or niece wants to come to New France and wishes to live with you until he or she is established.

Your reaction:

You might write him or her telling of the hardships, and/or the benefits of living in New France. These were identified in Module 3, Section 1: Activity 6.

Answers will vary.

2. During the siege of Quebec in the summer of 1759, British troops have attacked and destroyed farms outside the city. Montcalm, the new French commander-in-chief, has asked you to help in the upcoming battle against the British in any way that you can.

Your reaction:

Reactions will depend on what the person's role is and what each person could offer. Is what the student offers consistent with the role? Answers will vary.

3. The new intendant is corrupt. He is more interested in pocketing bribes and fees than he is in your welfare. Your family and neighbours are being affected by his greed.

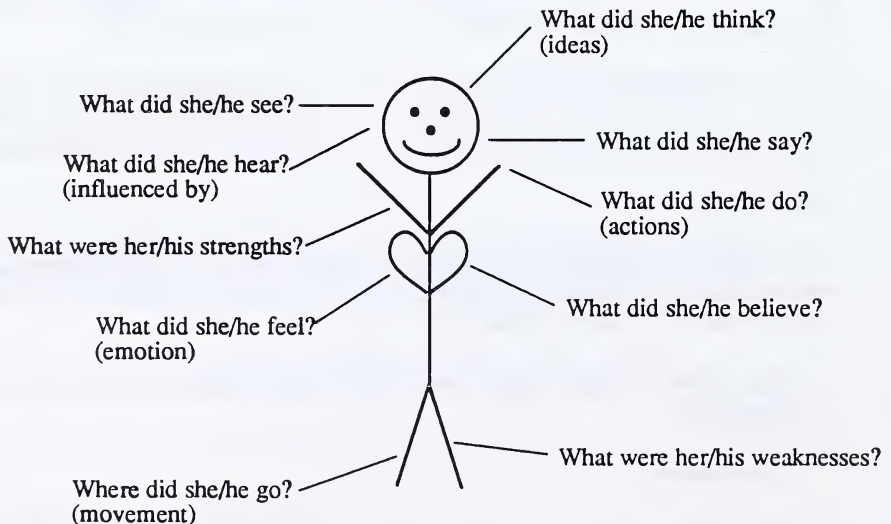
Your reaction:

Answers will vary depending on the role that the student chooses. Is what the student offers consistent with the role?

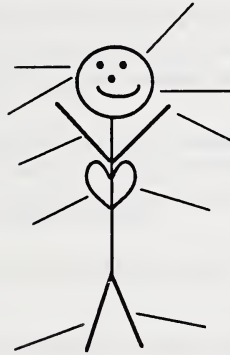
Part B

Choose any person you read about in Section 1 and write a biography based on that person's life. You will find the following stickperson biography helpful for organizing your ideas. You will likely have to do some library research.

Complete a biography of a person you read about in Section 1 starting with a stickperson biography.



Biography of _____



Written Biography:

Answers will vary. You can check by asking the student about his or her research. How well is it written? Did they like, or dislike, the character?

Section 1 Assignment

1. a. How did the natives use furs before the French and the British came to North America?

Some uses included the following:

- *used furs for winter clothing, bedding*
- *skins to cover tipis*
- *ceremonial purposes (though this was not mentioned in the text)*

- b. Why was the fur trade important to France and Britain?

Both countries wished to gain wealth provided by furs which were popular in Europe. This wealth could help finance wars.

- c. How did the fur trade affect the relations between the natives and the Europeans?

The fur trade caused the Europeans to form alliances with the natives. It also caused them to develop enemies. For example, the French formed alliances with the Hurons but became enemies of the Iroquois.

- d. How did competition in the fur trade affect the development of the French and British colonies?

Both colonies grew because the fur trade was prosperous. The colonies came into conflict because they competed for control of the fur trade. The fur trade forced expansion westward into the Ohio Valley and to the western shores of Canada.

2. The Company of Hundred Associates was not very successful in governing New France. In the early 1660s Louis XIV established a royal government in the colony. Explain how this government worked and identify the immediate problems it faced.

Students should include in their answer various people and groups and their roles.

Governor

- *commander-in-chief of forces dealing with Indians*
- *headed meetings, ceremonies*
- *dealt with British*

Intendant

- *everyday affairs, finances*
- *developed economy*
- *kept law and order*
- *looked after poor*
- *chose militia captain*

Bishop

- *appointed by the pope in Rome*
- *approved by king*
- *had to be responsible for ministering to the needs of the French and converting natives to Christianity*

Sovereign council

- *five to twelve most important people in colony; became ruling body*

Problems

- *make New France safe from Iroquois attacks*
- *make New France attractive to settlers*
- *encourage growth in population*

Section 2: Living with Our Differences

Key Concepts:

- two founding peoples
- The Royal Proclamation, 1763
- Quebec Act, 1774
- Constitutional Act, 1791

Upon finishing this section, students should

- understand that Britain and France each had a role to play in founding Canada
- be able to identify some of the factors that had to be considered regarding the British rule of New France
- have some knowledge of the main features of the Royal Proclamation, 1763; the Quebec Act, 1774; and the Constitutional Act, 1791

Teaching Suggestions

- You could begin this section by giving students the opportunity to be in charge. Give them the chance to explain how they would govern Quebec after it came under British rule. Then compare this to what did happen historically.
- Chart work would be an asset here. You could put up charts of the Royal Proclamation, 1763; the Quebec Act, 1774; and the Constitutional Act, 1791. Then have a discussion during which students can compare the three. This might be useful as a summary exercise after students have completed this section.

If done in separate stages you could show the charts using an overhead projector.

Section 2: Activity 1

1. In Section 1, Activity 9 you were asked to offer two or three strategies which Murray could have used in governing Quebec. In the space provided tell which strategy you thought was best. Explain your answer.

Strategy # _____

The answer will probably be a compromise in which the French would keep some of their laws and customs and the British would add some of their traditions and systems of government. This would demonstrate British control, while allowing the French to keep some of their way of life.

Other answers are acceptable with appropriate rationale.

2. a. What did the British government hope to accomplish with the Royal Proclamation of 1763?

They hoped to assimilate, or absorb, the French. They wanted the French to become like the British. They also wanted to attract colonists to Quebec from the Thirteen Colonies.

- b. Did the Proclamation Act allow for any French involvement in government? Explain your answer.

No. Roman Catholics could not hold office or vote.

- c. What forms of law would be followed in Quebec?

British criminal law and French civil law

- d. How did the government expect to attract settlers from the Thirteen Colonies to Quebec?

Since the Thirteen Colonies couldn't expand west because that land was closed off, it was thought that they would move to Quebec.

3. Predict how each of the following people would react to the Royal Proclamation of 1763. Answer in the spaces provided.

- a. officials of the Roman Catholic church

They would be unhappy because they could not collect taxes to support the church. The Protestant church was given financial support to set up schools and churches.

- b. settlers in the Thirteen Colonies

The settlers would be unhappy because they were not allowed to settle in the lands closed off. They felt Murray favoured the French.

- c. the ordinary Canadian

Ordinary Canadians probably weren't all that concerned about the Act. They could continue to follow their way of life. They might be a little upset because the church couldn't support itself.

4. In your judgement, do you think the Royal Proclamation was suitable for governing Quebec at the time? Explain your answer.

Answers will vary. Generally the answer would be no, because the Act did not allow a voice for British businessmen and it did not allow for the survival of the Roman Catholic church.

Section 2: Activity 2

1. Use what you learned from *The Meeting* to answer the questions which follow.

- a. What problem(s) did Governor Carleton see with the Royal Proclamation of 1763?

It prevented Roman Catholics from holding office when they had a vast majority. It was a failure in attracting settlers from the Thirteen Colonies.

- b. What was Adam Smithson's main concern?

British people had fewer rights in Quebec than in the Thirteen Colonies. There was no elected assembly and French civil law was confusing.

- c. What problems did Bishop Lavoie identify?

Bishop Lavoie stated that the church would not survive if they were not allowed to collect taxes. He also said church land had been taken away. The Roman Catholic church would not survive without some means of support.

- d. Under what terms did Étienne Lamoureux say the French would support Guy Carleton and the British government?

He said that the French would be loyal if they could have some of their customs (their Canadian way of life, their religion).

- e. What alternative solutions were suggested at the meeting? Identify who made the suggestions.

Other suggestions included the following:

- *recognize the Roman Catholic religion – Lamoureux*
- *allow them to practise Catholic religion – Lavoie*
- *collect money for church – Lavoie*
- *open more lands for fur trade – Smithson*

- f. Were the reactions of Adam Smithson and Robert Lavoie different from the reactions you predicted in Section 2: Activity 1?

The reactions were basically the same.

- g. What changes would you make if you were Governor Carleton? Explain your answer.

Answers will vary. Focus on whether the student has provided an appropriate rationale.

2. Compare the chart “The Quebec Act, 1774” with the chart “The Royal Proclamation, 1763” in Section 2, Activity 1. Identify at least three changes which Carleton hoped would preserve the French way of life. Answer in the space provided.

Changes included the following:

- *Roman Catholic church could collect tithe or tax.*
- *Roman Catholics could hold office.*
- *Roman Catholics could take a special oath to hold office.*
- *Seigneurial system of landholding could be used.*

(Remember, the emphasis is on clauses which reflect a change from the Royal Proclamation.)

Section 2: Activity 3

1. a. What was the main feature of the Constitutional Act of 1791?

The main feature was the separation of the colony into Upper and Lower Canada.

- b. How did the Constitutional Act of 1791 address the concerns of the Loyalists?

It established an elected assembly. The British freehold system of landownership could be used.

- c. How did the Constitutional Act address the concerns of the French Canadians?

It maintained the features of the Quebec Act which were favourable to the French.

2. a. Lower Canada formed part of which present-day Canadian province?

Quebec

- b. Upper Canada formed part of which present-day Canadian province?

Ontario

Section 2: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Part A

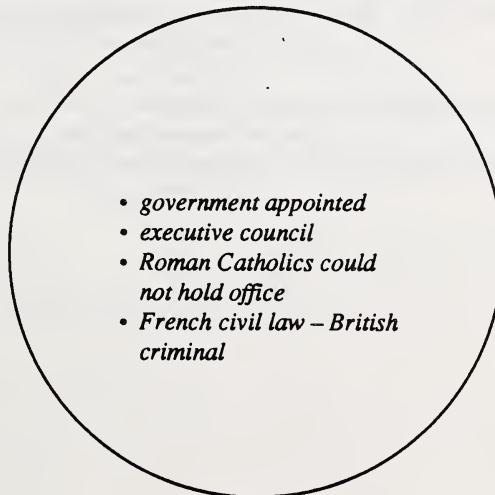
Study the charts of “The Royal Proclamation, 1763”; “The Quebec Act, 1774”; and “The Constitutional Act, 1791” found in Activities 1, 2, and 3 of this section. As you study each chart, ask yourself these questions:

- What were the main features of this act?
- How was it different from the previous act?
- Who was happy about the act?
- Who was unhappy?

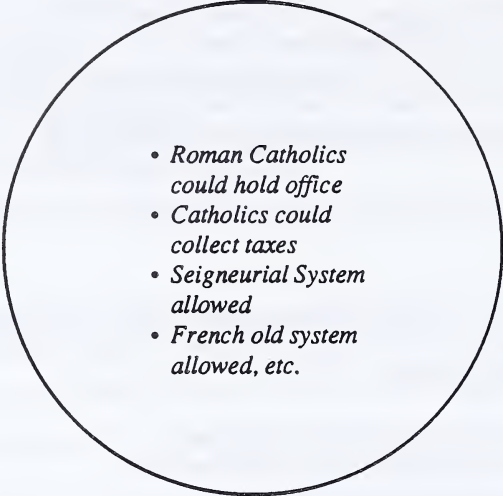
In the circles of the following chart write down key words and phrases for your notes. This circle chart will provide you with a summary of Britain’s attempts to govern Quebec.

British Attempts to Govern Quebec

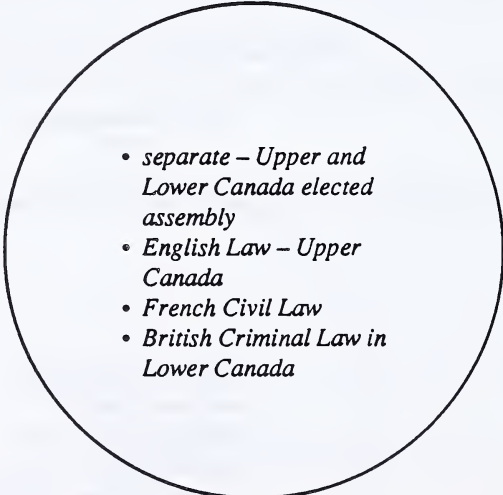
Royal Proclamation 1763



**Quebec Act
1774**

- 
- *Roman Catholics could hold office*
 - *Catholics could collect taxes*
 - *Seigneurial System allowed*
 - *French old system allowed, etc.*

**Constitutional Act
1791**

- 
- *separate – Upper and Lower Canada elected assembly*
 - *English Law – Upper Canada*
 - *French Civil Law*
 - *British Criminal Law in Lower Canada*

Part B

Answer the following questions in the spaces provided.

1. The governors of Quebec, especially Murray and Carleton, had difficulties with the English-speaking minority in Quebec. Why was this British minority so troublesome?

They were troublesome because they wanted an elected assembly. They felt that the government favoured the French. They found French civil law confusing.

2. Define the following terms:

- a. assimilation – *the act of becoming alike in customs and viewpoint*
- b. anglicize – *make or become more English-like*
- c. tithe – *a tax or donation of one-tenth of the yearly produce of land, animals, and personal work in order to support the church and the clergy*

Enrichment

Part A

Study, research, and answer the following question.

What was the relationship between the American Revolution and the Quebec Act of 1774?

The Thirteen Colonies were upset with the extension of the Quebec boundary. They thought this land should be available to them for settlement. They still held religious prejudices against Roman Catholics and felt the British government favoured the French. They were outraged that British colonists were refused rights held in the Thirteen Colonies.

The American colonists didn't like paying taxes to support British forts in the Ohio Valley area (they were taxed to support these but had no access to the land). They felt that the Quebec Act was just another move by the British parliament to thwart the Thirteen Colonies.

Part B

Think about the following question:

How might North American history have been different if Quebec and the French Canadians had agreed to support the Americans in their War of Independence?

Write a one page response in the space provided. You may want to consider the questions of religion, language, culture, and economics in your answer.

Answers will vary. Check the reasons for student predictions.

Would Quebec be absorbed into the U.S.A?

Would they maintain their culture?

Students probably will say that Quebec would have become another state, or perhaps what we know as Canada would be part of the U.S.A.

Section 2 Assignment

1. What were the terms of the Royal Proclamation of 1763?

Terms of the Royal Proclamation, 1763, included the following:

government

- *no military rule*
- *governor*
- *executive council*
- *elected assembly promised*
- *Catholics could not hold office*

religion

- *French Catholics could keep their religion*
- *Roman Catholic bishop*
- *Roman Catholic church could collect no tithes*
- *Church of England given funds to establish churches and schools*

laws

- *French civil law*
- *English criminal law*
- *lands between Ohio, Mississippi, and Ottawa rivers closed to settlers*
- *license to trade in furs*

2. What were the reactions of the people in New France and in the Thirteen Colonies to the Royal Proclamation?

Church officials were upset because they could not collect tithes and because the Anglican church was promoted. British businessmen in Quebec were unhappy because they had no assembly and could not understand French civil law. People in the Thirteen Colonies were upset because they were forbidden to enter the Ohio Valley.

3. Both Governor Murray and Governor Carleton ignored certain features of the Royal Proclamation Act. Identify those features and explain why the governors made those decisions.

Both governors tended to ignore the call for an elected assembly and demands for change in French civil law. They feared such changes would be dangerous and could lead to political unrest.

4. In your opinion was the Quebec Act of 1774 an appropriate act with which to govern Quebec? Explain your answer.

The student should mention that the Quebec Act was designed to help ensure the loyalty of the French to Britain. It recognized that the French way of life was worth maintaining and took steps to help ensure its survival. At the same time this Act did little for English-speaking people in Quebec. Students might consider other factors as well.

5. For what reasons did the British government pass the Constitutional Act of 1791?

The British government passed the Constitutional Act of 1791 to appease the interests of English-speaking colonists in Quebec. These people wanted more control over government through an elected assembly. They also wanted the British system of landholding. Students may bring up other issues.

Section 3: Exploration and Settlement of Canada

Key Concepts:

- explorers of Western Canada
- native people
- settlement
- United Empire Loyalists
- immigration and migration
- Red River settlement

Upon finishing this section, students should

- be able to tell that the exploration of Western Canada was driven by the push to obtain more and more furs

- be able to identify some of the early explorers, such as Alexander Mackenzie, Simon Fraser, and David Thompson, by their accomplishments
- be able to explain that settlement was influenced by various factors, e.g., the United Empire Loyalists came to Canada as a result of the American Revolution
- have some knowledge of Canada's native cultures prior to the explorers and settlers arriving in their regions
- be able to identify some of the changes in native life resulting from contact with the early explorers and settlers
- be able to identify what life would have been like for the early settlers such as those in the Red River settlement

Teaching Suggestions

- To show the tribes that used to live in Alberta, you could make an Alberta map indicating the tribes that lived in different regions. This could be shown on the overhead projector. You can extend this to show all of Canada with the different tribes marked in the regions where they lived.
- If your area is close enough to make it possible, when teaching about the buffalo hunters a field trip could be taken to the Head-Smashed-In Buffalo Jump near Fort Macleod in southwestern Alberta.
- An overhead transparency would help the students see the uses of the buffalo as given in the chart from their notes.
- Divide the class into three groups and assign each group a native group – the corn planters, the buffalo hunters, or the Pacific Coast group – to research. Have them report back to the class so a comparison of the native groups can be made.
- To show further the exploration routes you could have a large map of Canada on the overhead projector. As an explorer is studied, mark out his route on the map. Use different colours to show where the different explorers went.
- Students could be given a role-play situation as they study the United Empire Loyalists. Assign a role, Loyalist or American colonist, to each student and have each argue the points important to the role given.
- The overhead projector could be used to show an enlarged map of the Red River Settlement. The Red River cart and York boat could also be shown on an overhead transparency, and then students could answer the questions in their notes or discuss them as a group.

Section 3: Activity 1

1. Answer the following questions based on your reading.

a. List five tribes that were found in Alberta.

Possible answers:

Sarcee

Peigan

Blood

Sekani

Blackfoot

Slave

Beaver

b. Identify three tribes that were found on the west coast of British Columbia.

Possible answers:

Haida

Bella Coola

Salish

Nootka

Kwakiutl

Tsimshian

Tlinkit

c. Which five tribes formed the Iroquois Confederacy?

Mohawk

Oneida

Onondaga

Cayuga

Seneca

2. a. What happened in the period around 5000 B.C.?

The ancestors of native North Americans may have come to the Americas across the Bering Strait.

b. What major events happened from 5000-1000 B.C.?

Agriculture began to develop. Maize, beans, and squash were grown. Indians began to use copper.

c. Around what time did the Spaniards introduce horses to America?

Horses were introduced around A.D. 1500.

d. How did the introduction of horses change the lives of some native tribes?

Travelling was easier and faster, hunters could move faster and farther, and more food could be kept on hand. Horses became a symbol of wealth. The use of horses changed warfare.

3. Answer the following questions based on your reading.

- a. What two main groups made up the Iroquois nation?

One group included the Hurons, the Tobacco Nation, and the Neutrals. The other group was the League of Five Nations.

- b. What crops did the Iroquois grow?

They grew corn, beans, squash, pumpkins, artichokes, tobacco, and sunflowers.

4. Using information from page 11, describe a typical Iroquois village.

A typical village contained twenty or thirty bark-covered wood longhouses.

A larger longhouse was used for village gatherings.

Between eight and twenty families lived in each longhouse. These families were related through the female line.

(Other details may be included.)

5. How did the Scottish girl kidnapped by the Indians in 1775 compare the life of a native woman to the life of a European woman? (See page 11 of your textbook.)

The native women cook, gather fuel, etc. as do European women in the British Colonies. They don't have as many cares, perhaps because natives share their work. There is no emphasis on worrying about the past or the future; natives live for the present.

6. List three things you learned about the Huron society from the "Interview with a Huron elder." (pages 12 and 13 of your textbook)

Possible answers:

- *clans were named after animals*
- *villages usually had several clans*
- *families related on the female side belonged to the same clan*
- *there was a civil chief and a war chief*
- *decisions were made by discussion and agreement*
- *there was a head woman*
- *custom and tradition determined behaviour*
- *independence was value*

7. a. How did early Plains tribes hunt the buffalo?

One method was to steer the herd between two lines of people; they would scare the buffalo into a circular pen where they could be slaughtered. Another method was to use a buffalo jump.

- b. How did the introduction of horses affect the way buffalo were hunted?

Indians could now gallop circles around the buffalo herd, shooting the animals as they passed.

- c. In what other ways did the introduction of horses affect the lives of the Plains natives?

- *Travelling was easier and faster; heavier loads could be pulled.*
- *They could hunt farther and faster.*
- *Horses became a status symbol.*

8. As you have learned, the Sun Dance was banned from 1885 to 1951. On the left side of the chart which follows list some reasons why the Sun Dance should have been preserved. On the right side of the chart suggest reasons why the government might have banned the Sun Dance.

Keep It	Ban It
<ul style="list-style-type: none"> • <i>Religion was an important aspect of native life.</i> • <i>Through the Sun Dance natives sought union with their god.</i> • <i>The Sun Dance was socially and politically important to tribes.</i> 	<ul style="list-style-type: none"> • <i>Trance-like conditions were induced.</i> • <i>Although not stated on these pages, sometimes mutilation of chest muscles was involved.</i>

9. Imagine that you are a member of a Plains Indian tribe. For how many things could you use the buffalo? List as many uses as you can. How many did you get?

hides – clothes, blankets
bones – tools
neck hide – shields
teeth – necklaces
beard – decorations
stomach – water bucket

hair – stuff saddle pads
sinew – threads for bows
dung – fuel
hoofs – glue
tail – swat mosquitoes
bladder – food bag

10. a. What foods did the potlatch people enjoy?

Salmon, cod, halibut, whale, moose, deer, elk, caribou, bear, mountain goat, fern roots, berries, lily bulbs, and hemlock bark were enjoyed by the potlatch people.

- b. Why were they able to live in villages?

Because they didn't have to go in search of food, they were able to live in permanent villages.

- c. Who was the head chief and what was his job?

The head chief was the highest-ranking chief. His job was to settle disputes between clans, arrange defences, and schedule ceremonies. He also looked after village property.

- d. Briefly describe the potlatch ceremony.

A potlatch was a gift-giving ceremony. It could celebrate a person's coming of age or a birth. It was a time of feasting, singing, and dancing. Guests wore their best clothing and were seated by rank. Guests were presented with gifts, based on their social status. Potlatches became a source of competition and sometimes resulted in feuds.

11.

A Comparison of Three Native Groups

	Iroquoian Tribes	Plains Tribes	Pacific Coast Tribes
Main Jobs for Adults	<i>Men – hunted Women – cooked, planted</i>	<i>Men – hunted buffalo Women – prepared food</i>	<i>Men – hunted and fished Women – prepared food</i>
Leader of the Community	<i>Civil village chief</i>	<i>Head chief</i>	<i>Head chief</i>
How Leaders Are Chosen	<i>Chiefs appointed by head women.</i>	<i>Chiefs of family groups selected him.</i>	<i>Highest ranking chief was head chief.</i>
Form of Government	<i>Decisions made by a council – more influence.</i>	<i>Decisions made in council.</i>	<i>No democracy</i>
Type of Housing	<i>Settled villages, longhouses, sticks/ bark</i>	<i>Moved with herds, tipi skins</i>	<i>Settled in villages, cedar longhouse</i>
Status Symbols	<i>Wampum</i>	<i>Number of horses, best food, centre of village</i>	<i>Wealth/gifts through potlatch</i>
Relations with Neighbouring Tribes	<i>Not good among Hurons, Algonquins, Iroquois</i>	<i>Count coup, fought</i>	<i>Not much difficulty</i>

Section 3: Activity 2

1. a. Imagine that you are an explorer during the 1700s. You are searching for new sources of furs and a western sea which natives have described to you. You need to be prepared for a long trip. Which of the following things will you take? Place a check (✓) in the box beside the items you would take.

water <input type="checkbox"/>	soap <input type="checkbox"/>
meat <input type="checkbox"/>	candles <input type="checkbox"/>
flour <input type="checkbox"/>	compass <input type="checkbox"/>
salt <input type="checkbox"/>	saw <input type="checkbox"/>
fruit <input type="checkbox"/>	axe <input type="checkbox"/>
musket <input type="checkbox"/>	flint <input type="checkbox"/>
knife <input type="checkbox"/>	seeds <input type="checkbox"/>
blanket <input type="checkbox"/>	books <input type="checkbox"/>
iron pots <input type="checkbox"/>	summer clothing <input type="checkbox"/>
winter clothing <input type="checkbox"/>	money <input type="checkbox"/>

Answers will vary, but flour, iron pots, salt, clothing, musket, soap, knife, compass, blanket, flint, and candles would probably be necessary.

- b. Once you have made your choices, select what you consider to be the five most important items and explain why they are so important.

My five most important items are the following:

Answers will vary, but students should give reasons for their choices.

Alexander Mackenzie's Travels



2. Find Fort Chipewyan on the map of "Alexander Mackenzie's Travels."
 - a. Draw Mackenzie's route from Fort Chipewyan to the Arctic Ocean.
 - b. Using the scale provided, determine approximately how many kilometres Mackenzie travelled on his trip to the Arctic Ocean.

It was approximately 1700 to 1900 kilometres.

3. Examine the C.W. Jefferys' print "Simon Fraser Descending the Fraser River, 1808." Then answer the questions which follow.

- a. What dangers could be found in the river?

Rapids, waterfalls, rocks, and steep cliffs were some of the dangers found.

- b. Why would it be difficult to portage along this route?

There are very steep cliffs very close to the rapid water.

- c. Why was this route not suitable as a fur trade route to the sea?

It was too rough and dangerous for shipping furs.

- d. Which man in the lead canoe do you think is Simon Fraser? Explain your answer.

The man in the middle is likely Fraser. He seems important and he is not paddling.

Section 3: Activity 3

1. Based on your reading, answer the following questions in the space provided.

- a. Why do you suppose people in the Thirteen Colonies were becoming more independent?

Many people were frustrated with taxes imposed by Britain. The colonies were a long distance from the mother country, and some inhabitants had been born in the colonies; they had different needs and problems than did Britain.

- b. Why did Britain increase the colonists' taxes?

Britain increased the colonial taxes to pay for previous wars and campaigns against the natives.

- c. Why did the Nova Scotians remain neutral?

Many Nova Scotians had family in the Thirteen Colonies.

- d. Why did the French Canadians remain neutral?

The French Canadians viewed it as a conflict between two English-speaking peoples. They did not want to risk punishment if they rebelled against Britain.

- e. How do you think the Americans felt about the people in Quebec and Nova Scotia? Explain your answer.

They were probably frustrated because these people didn't join the American side.

2. Based on your reading, answer the following questions.

- a. How many Loyalists left the colonies during and after the revolutionary war?

During this time 100 000 people left the colonies.

- b. What was another word used for Loyalist?

"Tory" was another word used for Loyalist.

- c. How did the new states deal with Loyalists who fought alongside the British during the war?

Loyalists were not allowed to own property or vote.

- d. What groups, other than the British, were included among the Loyalists?

Germans, Dutch, Jews, Quakers, and Mennonites were included among the Loyalists.

- e. Who were the Black Loyalists? How were they treated in Nova Scotia?

The Black Loyalists were former slaves; some had fought with the Black Pioneers, a Loyalist corps. They were given the poorest land and often treated badly by other Nova Scotians.

- f. The Loyalists had definitely expressed a different point of view from the Americans. Have you ever been bothered or teased because you had a different point of view?

(1) How did it feel to be different?

Probable answers may include words such as awkward, out of place, unsure, etc.

(2) Did you change your point of view, or did you retain your point of view? Explain your answer.

Answers will vary.

- g. Who was Joseph Brant?

He was the leader of the Mohawks during the American Revolution.

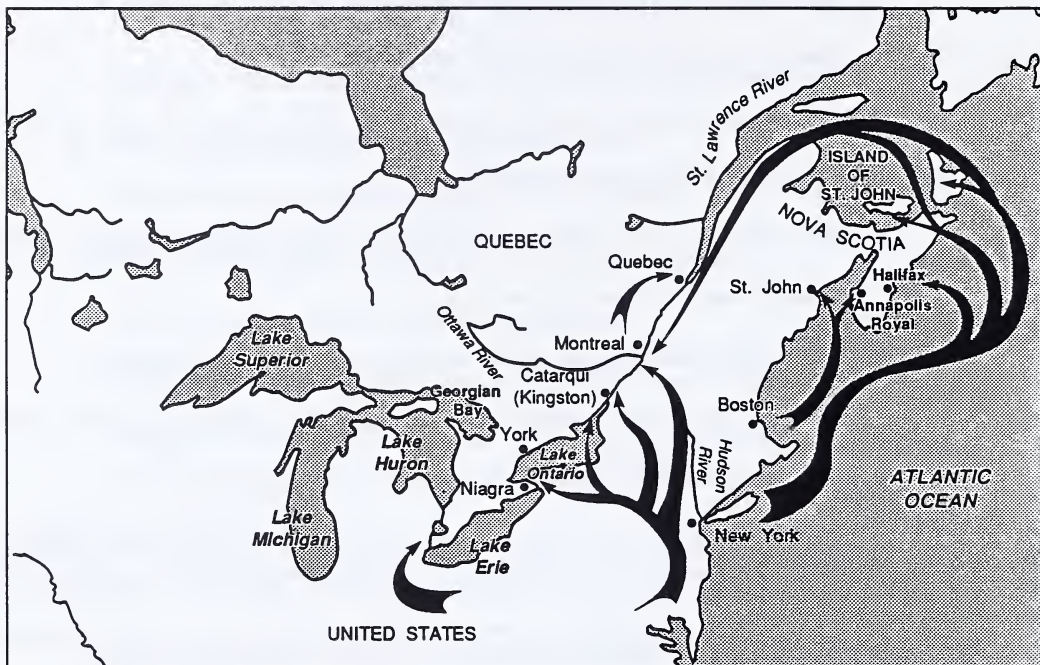
- h. Why did Joseph Brant remain loyal to the British?

Because the Mohawks had been loyal to the British king for many years, and because the Mohawks feared the American settlers wanted their hunting lands, Brant remained loyal to Britain.

- i. Where did Joseph Brant's Mohawks settle?

They settled around Grand River on the Six Nations reserve.

Migration and Settlement of the Loyalists



3. Examine the map “Migration and Settlement of the Loyalists” and answer the questions that follow.

a. What two types of transportation did the Loyalists most likely use to get to Canada?

They came either by ship or by land (coach, wagon).

b. Identify at least five areas where the Loyalists settled in Canada.

Possible Answers:

- Nova Scotia
- Cape Breton Island
- Prince Edward Island
- Niagara
- Kingston
- Quebec
- near Windsor

4. Examine the following picture and answer the questions that follow.

Loyalists Drawing Lots for Their Land



- a. What appears to be in the officer's hat? Explain.

Pieces of paper, probably listing details of property, are in his hat. The people seem to be drawing lots.

- b. What does the man sitting beside the officer appear to be doing? Why?

He is recording which person drew which lot.

- c. What could a Loyalist do if the allotted land was unacceptable?

Land could be sold or traded with another person.

¹ "Loyalists Drawing Lots for their Land" from the *Imperial Oil Collection*, Portfolio IV, Number 2.

Section 3: Activity 4

1. At the junction of what rivers did Lord Selkirk establish his colony?

The colony was established at the junction of the Red and Assiniboine rivers.

2. What advantages did the Hudson's Bay Company see to having the Selkirk settlement?

Farming would interfere with their rival company's hunting of buffalo. Also this farming could provide produce for Hudson's Bay Company employees.

3. Why would the North West Company object to the Selkirk settlement?

The farming there would interfere with their hunting of buffalo and other game.

4. What problems did the Selkirk settlers encounter in setting up their colony?

They had to face several cold winters with few supplies. They also weren't prepared to cultivate the land at first.

5. Using the picture of the York boat and your knowledge of river travel, answer the following questions in the spaces provided.

- a. What were the main advantages of the York boats?

They were large and could carry passengers, furs, and eight oarsmen. Also they had a shallow draft and could handle hitting rocks.

- b. What would have been the main disadvantages of the York boats?

They were too heavy to portage easily.

6. What goods would the Red River carts carry? Remember that the Red River colony had many farms.

Goods carried by the Red River carts might include

- skins
- supplies for colony
- mail
- wheat flour
- slaughtered cattle
- farm machinery, groceries

Section 3: Follow-up Activities

At this point in the section, the activities are separated into two strands: Extra Help and Enrichment. If students had some difficulties understanding the concepts in the activities, it is recommended that they do the Extra Help. If students had a clear understanding of the concepts and had few difficulties completing the activities, it is recommended that they do the Enrichment. As the learning facilitator, you should assist students in choosing the appropriate path.

Extra Help

Part A

In this activity you will need to review Section 3: Exploration and Settlement of Canada.

1. Name three explorers from Activity 2 and comment on the contribution each one made.

Alexander Mackenzie travelled from Fort Chipewyan up the river, which now bears his name, to the Arctic Ocean. In 1793 he travelled up the Peace River and through the Rockies to be the first white man to reach the Pacific Ocean overland.

Simon Fraser crossed the Rockies, and in 1808 followed, to its mouth, the perilous course of the river now called the Fraser.

David Thompson looked for a safe route to the Pacific Ocean. In 1810 he crossed the Rocky Mountains to reach the waters of the Columbia river. The Athabasca Pass was part of his route.

2. Pretend you are either a United Empire Loyalist who has just arrived in Canada, or a settler who has come to help establish the Selkirk settlement in the Red River area. Tell what problems you would face and some of things you would need to do.

Student will choose one of these. They should include some of the following points:

<i>United Empire Loyalist</i>	<i>Red River Selkirk Settler</i>
<ul style="list-style-type: none"> • <i>had to adjust to a new life</i> • <i>some weren't accustomed to farming</i> • <i>in some areas had many trees to clear</i> • <i>those in Lower Canada had to adapt to French law and landholding systems</i> • <i>had to establish homes and farms</i> 	<ul style="list-style-type: none"> • <i>cold winters arrived before getting established</i> • <i>few supplies</i> • <i>limited equipment</i> • <i>resentment from North West Company traders who didn't want farmers in their hunting area</i> • <i>had to build homes, cultivate land, etc.</i>

Part B

Listed below are a number of people, events, objects, ideas, and places that you encountered in this section. Write these words in the appropriate column in the accompanying classification chart.

American Revolution	longhouse	Haida	pumpkins
Nova Scotia	Brant	loyalty	Columbia River
sharing	Henday	Selkirk	totem poles
Fraser	Arctic Ocean	Huron	Mackenzie
York Factory	treaty	tough soil	Blood
Kelsey	cart	Thompson	York boats
Métis	Cook	Radisson	salmon
Sun Dance	Saulteaux	corn	cedar
Fort Chipewyan	Ontario	patriots	La Vérendrye
potlatch	Macdonell	Minnesota	

Natives	United Empire Loyalists	Red River Settlement	Explorers
<i>sharing</i> <i>Sun Dance</i> <i>potlatch</i> <i>longhouse</i> <i>Brant</i> <i>Saulteaux</i> <i>Haida</i> <i>Huron</i> <i>corn</i> <i>pumpkins</i> <i>totem poles</i> <i>Blood</i> <i>salmon</i> <i>cedar</i>	<i>American Revolution</i> <i>Nova Scotia</i> <i>Brant</i> <i>Ontario</i> <i>loyalty</i> <i>patriots</i>	<i>York Factory</i> <i>Métis</i> <i>treaty</i> <i>Salteaux</i> <i>cart</i> <i>Selkirk</i> <i>Macdonell</i> <i>Minnesota</i> <i>York boats</i> <i>tough soil</i>	<i>Fraser</i> <i>Kelsey</i> <i>Fort Chipewyan</i> <i>Henday</i> <i>Arctic Ocean</i> <i>Cook</i> <i>Thompson</i> <i>Radisson</i> <i>Columbia River</i> <i>Mackenzie</i> <i>La Vérendrye</i>

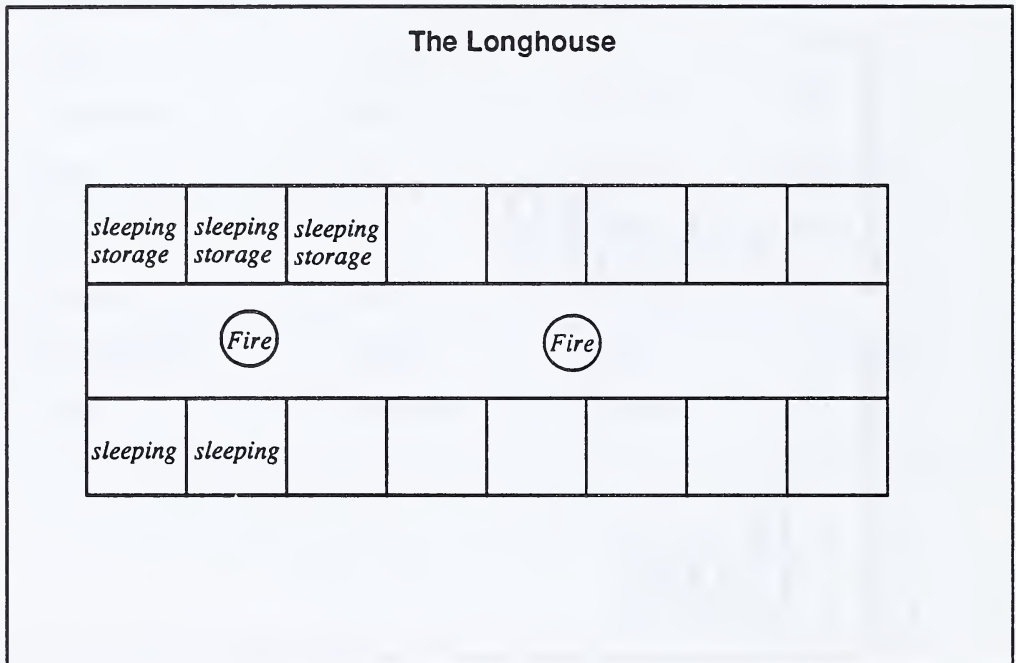
Enrichment

Part A

Do the following questions:

1. Draw a floor plan of an Iroquoian longhouse. You will need to indicate how the space in the longhouse was used.

Student's plans will vary. The following is an example.



2. You have studied three native groups: the planters of corn, the buffalo hunters, and the potlatch people. Describe the dwellings of each of these groups. Explain how each dwelling developed from the environment in which it was found and how each was suitable to the life-style of the particular group that built it.

Planters of Corn	Buffalo Hunters	Potlatch People
<p><i>Longhouses</i></p> <ul style="list-style-type: none"> • suited to housing an extended family • made of wood and covered with bark • surrounded by a wall of sticks • wood and bark were available in eastern forests 	<p><i>Tipi</i></p> <ul style="list-style-type: none"> • centre pole lashed together with four or five others • inverted cone covered in skins from their hunts • easy to move 	<p><i>Permanent plank homes</i></p> <ul style="list-style-type: none"> • large centre beams, often carved • cedar was available in western forests

Part B

Simulated Interview

In this activity you will pretend that you have an opportunity to interview one of the following people: Lord Selkirk, Simon Fraser, David Thompson, a Loyalist leader, Pierre Radisson, a chief of one of the Plains tribes, or Alexander Mackenzie.

Develop at least ten questions that will make for an interesting interview. Assume the role of the character and provide answers based on what you have learned in this section.

Write the question, then the response.

Example:

(Your name): Where were you born, Lord Selkirk?

Selkirk: In the south part of Scotland...

Answers will vary.

Section 3 Assignment

The Hudson's Bay Company and the North West Company were responsible for the development of Western Canada. Explain, with supporting evidence, why this statement is true.

Students should identify various explorers from each company and discuss their contributions.

Hudson's Bay Company

- *Selkirk settlement (Red River)*
- *exploration around Hudson Bay*
- *Kelsey, Henday, Radisson, David Thompson (worked for both companies)*
- *contributions in expanding fur trade and opening the west*

North West Company

- *Mackenzie*
 - *western Arctic*
 - *route to Pacific via Bella Coola River*
- *Fraser*
 - *route to Pacific via Fraser*
- *Thompson*
 - *route to Pacific via Columbia River*
 - *route could be used*

Angela

Angela
Angela

Angela

N.L.C. - B.N.C.



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